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EDITORIAL

The 51st Madras State Educational Conference

We record our high appreciation of the team work of the Reception Committee of the Conference held at Trichy in the success which attended it. Both from the point of view of the large number of delegates and the quality of the discussions in the General and Sectional Sessions it may be said that the Conference marks one of the eventful periods in the history of the S.I.T.U. The resolutions passed at the Conference all relate to the grievances of teachers and the remedies required for them.

The academic side was very well covered in the Sectional Conferences and the Presidential and inaugural addresses. The President Sri T. P. Srinivasavaradan, with his long and rich experience not only as Headmaster but as one connected intimately with the South India Teachers' Union and other educational bodies, touched on almost all aspects of Education in his lengthy address of 25 pages of Royal octavo size.

There is much food for thought in the points raised by him on Women's Education and Religious Instruction in Schools.

The General Body Meeting

Rev. D. Thambuswami was elected President. Sri G. Krishnamurthy personally attended, almost whole time, to the work of the Union, and launched new schemes for the improvement of its finance. It is hoped that the new President will find time and energy to build up the Union still further and make it strong.

Women's Education

The recent order of the Government in allowing women of age 20 and above to appear privately for S.S.L.C. Examinations after the completion of III Form or VII Standard will be welcomed with great relief by thousands of girls who could not complete their S.S.L.C.'s owing to poverty and want of educational facilities. This reform was long overdue considering that the Madras University allows women of age 20 and above to appear privately for the Matriculation Examination. Many girls and young women have been year after year appearing at the Matriculation Examinations of other Universities, particularly of North India, and the present Government Order will help to reduce the migration and the inconvenience to the migrating candidates.

Admission to High Schools

The order issued by the Education Department in respect of admission to Secondary Schools is intended to start regular work from the very day of the opening. The dislocation caused to regular work by the procedure of examination and admission extending for a period of one month from 15th June will we trust be removed and the time thus saved will be used to cover the heavier syllabus of the new standards.

THE 51st STATE EDUCATIONAL CONFERENCE, TIRUCHIRAPALLI

Welcome Address

By

Sri M. V. KRISHNAMURTHY RAO, B. A., B. L.

Dear Friends,

It is with pleasure I extend a hearty welcome to you all to the 51st State Educational Conference at Trichy, a centre of culture and learning from time immemorial. History speaks of the glorious days of Tiruchirapuram, situated in the heart of Tamilnad with its rich culture. From the time of the introduction of University education it maintains a record achievement with all splendour in pursuit of knowledge, transmitting its radiance through its alumni that have come out of the portals of five Colleges and numerous High Schools. We are proud to state that the Centenary Celebrations of St. Joseph's came off earlier than that of the Madras University itself.

I associate myself with this function today for the main reason that parents should take an active part in the educational field which is above party politics. When Party-Government is in its infancy it is all the more necessary that parents should take part in such Conferences as non-officials to give their opinions and suggestions in the interests of the Nation in a welfare State. Every year in Schools we celebrate the parents' day but it is more in the nature of a Children's rally.

Coming to the language question, let us be precise and clear. The regional language is to be the first language and English or Hindi to be the second language and the medium of instruction in Science, I submit, should be in English, as it is a world language. Politicians in their over-enthusiasm advocate Tamil medium. Primary importance to regional language is given as it is the first part for which 40 per cent has been fixed for a pass. Certainly proficiency will be there. We are yet to advance in scientific research if Bharat is to hold up its head in the Council of Nations. Let us not lag behind. 'Meet Research with Research' must be our motto. Philosophy is no good in a competitive field. It is not easy to control the minds of all citizens.

You belong to a noble profession. Your responsibility is great. You should come out with an open mind and tell your experiences and views. Let us not decry a scheme because it is new, but face it in all reality. Every step should be constructive.

The Mid-day meal scheme recently introduced is a commendable scheme and we congratulate our Director of Public Instruction for having introduced a novel idea, original and useful to the needy and a bait to the backward and negligent. With some more improvements in the working, the Scheme will result in laudable achievements and be of real service to the handicapped, and the needy. Every Village School should be provided with a Hostel and voluntary organisations should canvass for donations, creating Trusts and permanent endowments to the Hostels, to make it a permanent feature.

Before I conclude my address, I would be failing in my duty if I don't refer to the champions of the teachers' cause who are to play an important part in the deliberations of this conference.

Sri T. P. Srinivasavaradan, B.A., L.T., M.L.C., who is presiding over

this conference has been a veteran teacher and Headmaster of a famous High School, the Hindu High School, Triplicane. His untiring work in the South India Teachers' Union of which he was Secretary and then the President for a number of years, and his membership of the Madras Legislative Council have brought many blessings to teachers, and his study tour over the United Kingdom has proved to be a source of inspiration to many teachers.

Sri S. Natarajan former president of the S.I.T.U. is an invaluable asset to the teaching profession and we are ever grateful to him for his services as Director of the Field services and as Vice-President of the World Educational Organisation.

Words can hardly express the services which the present President of the S.I.T.U., Sri G. Krishnamoorthy, M.L.C., has rendered, and is rendering, to raise the status of teachers. I am sure it is no exaggeration to say that he is also a stout champion of the teachers' cause. I am happy to learn that he is ever ready to avail himself of every opportunity either in the legislature or in public platforms to plead for greater emoluments and better treatment of teachers. We take a special pride in saying that he belongs to our district and has come up to the present position from humble beginnings in our guild, having drawn inspiration from veterans like the late Sri S. T. Ramanuja Iyengar and the late Sri M. M. Balakrishna Iyer and Principal Sri V. Saranathan of honoured memory.

I am also happy to know that the Presidents and the participants of the several sectional conferences are reputed persons with ripe experience in their own spheres ; and I have no manner of doubt that their discourses will be both entertaining and instructive.

My hearty congratulations are also due to all the organizers of this conference—office bearers of the S.I.T.U. and the Dt. Guild and the members of the various committees managing the conference.

I welcome you once again to our sacred city and to this conference. I hope that your stay here will be comfortable and that your deliberations will be useful to you, your profession and to our nation. May what you do add to the glory of your profession and the honour of the country.

Inaugural Address

By K. KURUVILA JACOB

I am very glad to have this privilege of inaugurating the 51st Madras State Educational Conference and the opportunity for sharing some thoughts with this distinguished gathering of teachers.

During the last ten years there has been a great urge in the country for more and better education and there has been great expansion in education at all levels, throughout the country. This is a matter for gratification, because we know that the progress of a country can be judged by the provision that is made for adequate and suitable education for the citizens. Some of the countries which have made rapid progress during the last few decades, owe their success mainly to well planned education which has used the human resources for the development of the natural resources of the country for the well-being of the people.

Along with the general awakening of interest in education, there has also been a growing awareness of the need for efficiency in education, efficiency in planning and efficiency in the day-to-day programme of work in schools and colleges. This awareness of the need for efficiency is also a gratifying feature of our time, because that gives hope for improvement. I shall speak on a few aspects in education which come from this awareness for the need for improvement.

PRIMARY EDUCATION

Gandhiji used to emphasise that it was more important to provide education during the period of adolescence than during the period of infancy and the Constitution of India rightly requires compulsory education to be provided upto the age of 14. Both these are essential requirements for a democratic country. Yet we find that even in the Third Five-Year Plan, compulsory education is possible only upto the age of 11, leaving many to be without education during the period of adolescence.

Can a solution for this be found if we can make a distinction between (a) *Infant education* for children of 5 to 7 (three years) where children come to school only for a part of the day to play and work together, and (b) *Primary education* of 4 or 5 years upto the age of 13 or 14 where children will master the tools of learning and be introduced to the rules of citizenship and an understanding of the people, things and nature around them ? If education of the children during the period of adolescence is essential, the means should be found to make the provision, even if it means adjustments in the provision for the education of the infants.

It is not sufficient to provide primary education ; the children who are brought to the school should be assured of good education. This means the provision of well-qualified and well-trained teachers who are paid well enough to enable them to devote their entire attention to the school. The great response of the public for the School Improvement programme shows that parents are anxious that their children should have good education. The parents will certainly understand the necessity for providing for their children good teachers who can give all their time and thought to the children entrusted to them. A country which has been very progressive is Scotland and there, most of the Primary school teachers are trained graduates—M.A's. and the country is proud of this.

For good primary education it is also essential that the strength of the classes should be such that the teachers can give individual attention, and also that the courses of study and text-books are prepared with clear objectives.

For the country it is very important that the Primary education should be well planned and efficiently conducted. If the country can find money for the construction of dams and factories, it should certainly find it possible to find the resources for providing efficient primary education.

CRAFT AND TRADE SCHOOLS

One of the great needs in our educational system is the provision of craft and trade schools for those who complete primary education and want to enter life. Craft and Trade schools of various kinds which will give them training for skilled and semi-skilled professions is a necessity. A great problem at present is that the responsibility for this is not with the Ministry for Education, but with the Ministry for Industries and Labour. A co-ordinated plan for Craft and Trade school for those who complete primary education is an urgent necessity.

SECONDARY EDUCATION

We are still in the process of reorganisation of Secondary education. Both the Radhakrishnan Commission and the Mudaliar Commission recommended a three-year degree course after 12 years of schooling reaching the level of the old Intermediate. Unfortunately, after various controversies, the Government of India have adopted the Sargent pattern of 3-year degree course after a 11-year school course. In the Madras State we have gone slowly and deliberately. The provision for trained graduates in the 8th standard, the commencement of English in the 5th standard and the redistribution of the courses of study of 11 years into 10 years have all been well thought out steps in the reorganisation. This programme has of necessity made the S.S.L.C. at the 10th

standard a useful terminal stage. It is a good terminal stage for several reasons :

(a) In the present conditions of our country it is not possible at the end of the middle school, to make a stiff selection according to aptitudes and abilities as is done in some countries and therefore it will be wrong to force every one who wants post-middle school secondary education, to take an integrated 4-year Higher Secondary course, which would be wasteful of talent and facilities.

(b) It has been recognised by the Ministry of Education that it will be a mistake to have bias courses of the Multipurpose schools to be carried on to the Higher Secondary class. The bias courses should lead on to something more definitely vocational or pre-vocational after 2 years of exploratory experience. So it is good that the 10th standard S.S.L.C. is a stage at which the bias course can stop.

(c) Our educational standards should be comparable to those in other countries, because India is one of the important countries of the world. Unfortunately it is a fact that the level of work done in our degree classes in the universities is about what is done in the top classes of Secondary schools in U.S.A., U.K., Germany and other European countries. This is because our system permits immature persons to go on to the universities. The Radhakrishnan Commission and the Mudaliar Commission wanted the three-year degree course after 12 years of schooling. We have now come to recognise the practical necessity for this, and this can be achieved if after the 10-year S.S.L.C., there can be a two-year unit—called Higher Secondary or Junior College attached to High Schools or Colleges or even as independent units.

These two-year Junior Colleges can have College preparatory courses, or vocational or semi-vocational courses and can become a very useful terminal stage. The Secondary Grade teachers of the future and clerks in Government Offices can have this as the minimum general education and on the other hand entrance to the polytechnic and other vocational courses can be after the S.S.L.C.

EXAMINATION STANDARDS

The standards of our examinations and the percentage of passes in schools and colleges should be a matter for careful study. In most countries, 60% is the minimum for a pass but we go down to 25%. It is also a fact that in most countries the percentage of passes in an examination like the S.S.L.C. will be over 70% ; in Russia it is 90%. There are many factors involved, such as selection of pupils, suitability of courses, efficient text-books, efficient methods of teaching and methods of evaluation, but the fact remains that the existing conditions are unfair to pupils and to teachers and a top level enquiry is essential.

MACHINERY FOR PLANNING

In most of the progressive countries there is provision for efficient educational planning based on experiments and research. In England, the Institutes of Education conduct experiments and research and advise the Universities and Governments, on courses of studies, methods of teaching, evaluation, training of teachers and so on. In Russia there are the Academies of Pedagogic Institutes which can advise the Government on all aspects of education. We sadly lack the machinery for planning and the Government and the Education departments are handicapped in not having expert advice based on research and experiments. The result of this can be seen in our syllabuses, text-books, examinations and the training of teachers. It is very necessary that the University and the Government should jointly establish Institutes of Education which will take on this important responsibility so that educational planning of the future may be based on the results of research and experiments.

These are just a few suggestions for improving our educational system. We teachers who meet the problems face to face have the responsibility for stating the problems and suggesting ways of solving them. I am sure that this gathering of experienced and distinguished teachers will be able to consider ways of improving our educational system on which depends the progress of our country.

Presidential Address

By Sri T. P. SRINIVASAVARADAN

(*Extracts*)

EDUCATIONAL PATTERN

After the attainment of Independence, it was inevitable that a reassessment of our educational pattern should take place to achieve our aim. The important Educational Commissions were appointed after 1947 and they reported on different aspects of the educational system in the country. The University Education Commission was appointed in 1948 and the Secondary Education Commission in 1952. The Chairman of the former was Dr. Radhakrishnan, and that of the latter Dr. A. Lakshmanaswami Mudaliar. Eminent educationists, some of them foreign, were members of the two commissions. The reports of both the commissions were carefully considered by the Central Advisory Board of Education, the Central Government and the State Governments. Further the Government of India ten years ago appointed Basic Education Assessment Committee which made a thorough examination of the working of the basic schools and made valuable recommendations for implementing the policy of the Government to have the basic pattern of education upto the age of 13. In our State a Legislature Committee was appointed to consider the pattern of education recommended by the Secondary Education Commission. The present pattern is the outcome of the deliberations of the various bodies, including the Madras State Legislature. Finally the Government accepted the present pattern. In the report of the Legislature Committee on Education, we find strong arguments given by the Government for organising the high school course on a four-year basis. "The Government agree that this question has to be considered primarily from the point of view of the pupils who discontinue their studies of the secondary education. It follows that the important consideration is not so much the future of the academic course as the future of the diversified courses. It is from this point of view that Government consider it important that secondary education should be re-planned on a 4-year basis." "The need for such re-organization is also clear in relation to the academic course. With the introdction of pre-university course in colleges, there is no longer any room for uncertainty. If Madras is to conform to an all-India pattern, it is necessary to upgrade the S.S.L.C. (Academic) course with the definite objective of bringing the pupils to the standard of the pre-university course. There can be no doubt whatever that this result cannot be secured unless the course is so planned that it would be taught by graduate trained teachers for four years continuously. This is the essence of the distinction between a 3-year course of secondary education and a 4-year course of secondary education." Is there insuperable difficulty in getting trained graduate teachers for a 4-year course ? You are all aware that when the State Government was considering the pattern, the South India Teachers' Union represented that the high school course should be extended by one more year, which meant twelve year school for a boy or a girl who left at the end

of secondary education course. We had in our State for over half a century five years of primary education, three years of middle school and three years of high school education. When we wanted to change it to 5+3+4, it was opposed on two grounds. One was that whereas in other States the period was raised from 10 to 11 why this State should have 12. The opposers forgot entirely that in this State the period of education was 11 years upto the end of Secondary Education, whereas in other States it was only 10. This longer period of secondary education gave our students an immense advantage over those coming from other States. The other objection was that the cost would increase, if the period was extended. A cheap education will result in producing low standards. The present pattern—7 years of elementary education, 4 years of higher secondary education and 3-year degree course—is only a compromise. The 3-year degree course and the lengthening of secondary education are not new ideas suggested by the Secondary Education Commission.

In 1917 the Calcutta University Commission, presided over by Sir Michael Sadler, was appointed and it made certain important recommendations which were :

1. The Intermediate classes of the University were to be transferred to secondary institutions and the stage of admission to the University should be that of the present Intermediate Examination.

2. Secondary and Intermediate Education was to be controlled by a Board of Secondary Education and not by the University.

3. The duration of the Degree course should be three years after the inter-mediate stage.

If the above pattern was not adopted widely, it was only on financial grounds. It was the first time a commission recommended the attachment of Intermediate classes to the high schools. The recommendation of the Sadler Commission were adopted only by the Government of United Provinces, and the teaching Universities of U.P., Lucknow and Allahabad. The affiliating University of Agra admit only students who have passed the Intermediate Examination. The University Commission, presided over by Dr. Radhakrishnan appointed 30 years after the Sadler Commission, recommended (1) that the standard of admission to the University courses should correspond to that of the present intermediate examination i.e. after the completion of twelve years of study at a school and an Intermediate college, and (2) that in each province a large number of well-equipped and well staffed Intermediate colleges (with classes IX to XII or VI to XII) be established.

The second recommendation emphasised that in the Intermediate colleges, the two top standards of high schools and the Intermediate classes should form an integral part of secondary education.

What does the above recommendation signify ? There should be no public examination at the end of the high school stage. On the basis of an internal examination which we hold for classes, students should be promoted from the X to XI standard and from XI to XII standard, assuming that high schools have only ten standards.

Radhakrishnan's report further says, " While we do not insist on a uniform pattern of institutions for the high schools and the Intermediate colleges and will even allow Intermediate classes to continue in the degree colleges as in South India, we think that there should be only one public examination and that at the Intermediate examination stage. *This examination will mark the end of secondary education* and the beginning of university education which will extend over a period of three years. " If this recommendation is adopted, then almost everyone will have education upto the end of the Intermediate i.e. XII standard. This recommendation was made twelve years back. This is exactly what we wanted when we pressed for

an extension of the high school course before the Secondary Education Commission in which case we would have had twelve years of schooling in our State before a student joined the degree course. The Sadler Commission and Dr. Radhakrishnan Commission are emphatically of opinion that secondary education would be complete only after at least 12 years of schooling. Much water has flown since then. Their recommndation and that of the Secondary Education Commission are further strengthened by the course of events in the last few years. Elementary schools have rapidly expanded quantitatively. As a result more boys and girls come to secondary schools which have also increased considerably. Thirty years back boys in the secondary schools came from educated classes, having educational atmosphere and environment. To-day boys come from uneducated and illiterate homes, which have no educational facilities. These boys require a longer period to attain the same standard. In the coming years when elementary education is made compulsory, this problem will present itself in a serious form in the secondary school stage.

Our military leaders are using new weapons, new methods and new tactics. Industry is adapting itself to modern needs. Agriculture is changing methods and plans to meet the needs of the hour. Economically we are working and sacrificing as never before. In each of these fields—military, industry, agriculture and economy—education has its vital role. It is keystone of the entire structure. Without men and women taught to think, work and act intelligently and in a spirit of co-operation, we would be very backward. At what stage and with what minimum education can we have such men and women? In all advanced countries it is recognized that secondary education is a complete unit by itself and not merely a preparatory stage, and that at the end of this period, the student should be in a position to enter on the responsibilities of life and take up some useful vocation. The period of secondary education should normally cover the age group of 11 to 17 years. In England no boy or girl is admitted to a university before 18 +. On the question of standard of admission to the University courses and the age of admission, the University Commission remarks as follows: "Students arrive at the age of maturity for University work at about the age of 18, though there are exceptional individuals who reach it earlier than 18. Before this age of maturity is reached, a boy or a girl must stay under formal discipline of a school and should be taught by the methods of the school and not by the methods of the University. In U.K. and U.S.A. and most European countries like Germany, France and Switzerland, at least 12 years of schooling are necessary before a student enters the University. The real university work is done only for two years of the B.A. and the B.Sc. classes and that is why the standard of achievement of our average graduate is very low." Again it says: "We must also look at the age of entry into the University from the point of view of the public or rather the parent, as also from that of the boy or the girl. It is so difficult for many parents to decide what their sons and daughters between the ages of 14 and 18 will do and yet these are the most critical years of their lives. In most cases their circumstances are fluid; parents do not know whether the aptitudes of boys or girls will fit them for a University training; the boys or girls do not clearly know what possibilities are open to them and the result is that, for want of any proper guidance, all those who can afford and even many of those who can ill afford, whether they have the aptitude or not, flock to the University or a college far away from their houses. The Universities and colleges, many of them anxious to augment their fee-income, admit as many students as they can to their Intermediate and Degree courses, irrespective of whether they are likely to pass or not at the end of the two years. There is little doubt

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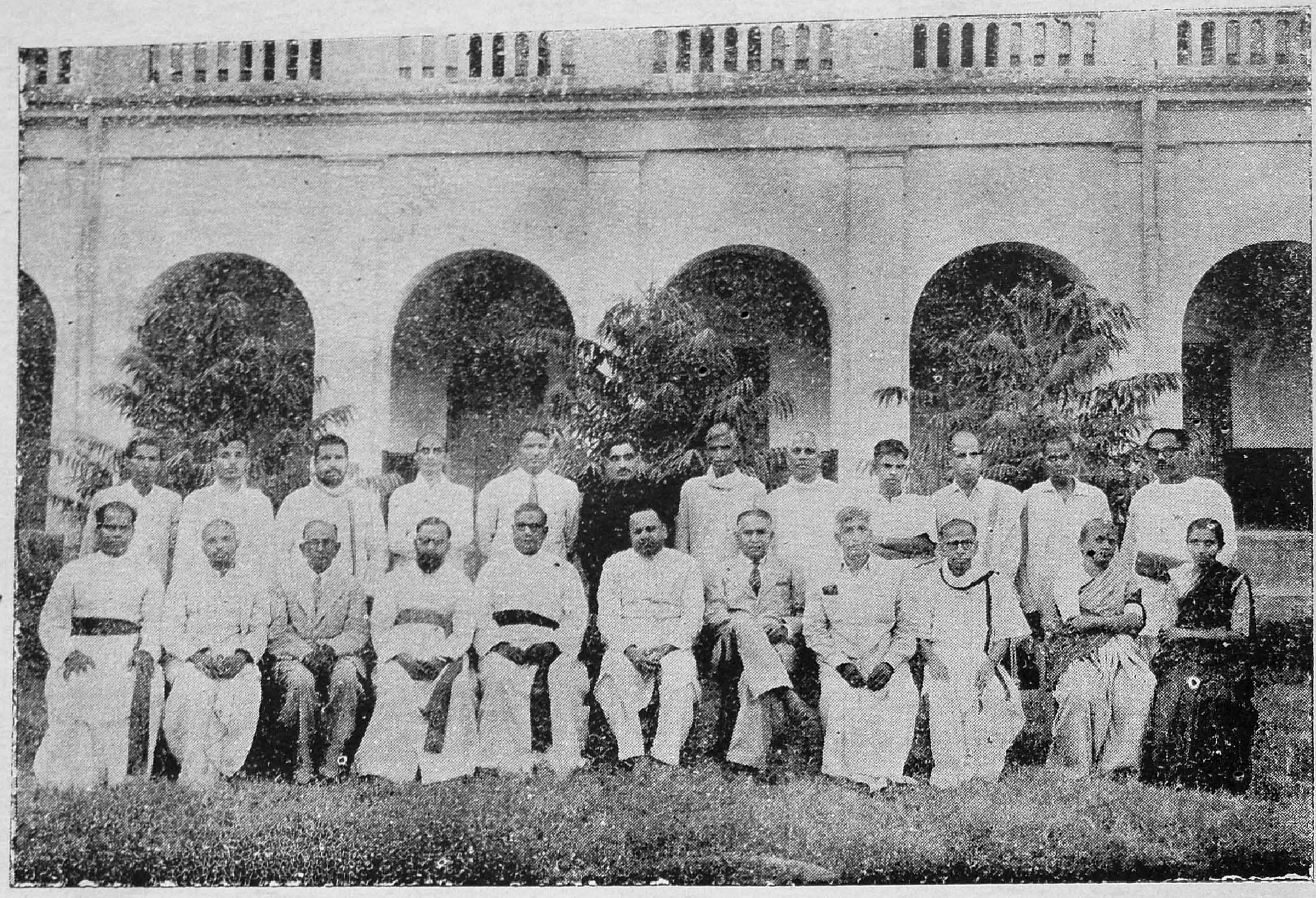

Working Committee of the Reception Committee
of the 51st Madras State Educational Conference, Trichy—1961

that these colleges and Universities commit an act of cruelty towards those of their students who have no aptitude for University Training."

The secondary education course should help the leavers to attain a reasonable degree of maturity, understanding and judgment which would stand them in good stead in later life or which would enable them to pursue higher education most profitably. Properly planned education should take into consideration the leavers who form about 70%. In the United States of America the organisational pattern of education is as follows :—

Elementary Education :

I Grade to VI Grade (i.e. age group 6 to 12).

Secondary Education :

Junior High School VII and VIII Grade
Senior High School IX to XII Grade
Junior College XIII & XIV Grade
(The age group for Secondary Education is 12 to 20).

Higher Education :

Senior College 2 years.
Graduate School 3 years.
(Age group 20 to 25).

Originally in the United States the high school course was of four years duration after the elementary school course of six years and Junior High School course of two years. Thus the total period of schooling was 12 years. Since the beginning of this century the American secondary education course after the elementary education course of eight years become an eight year course, comprising Junior High School of 2 years, Senior High School of 4 years, and Junior College of 2 years. It is to be noted that conviction is growing in America that the Junior College belongs to secondary school level. California which ranks first in the number of junior colleges has made the independent junior college a definite part of its common-school system. These junior colleges are not merely preparatory stages to Universities.

There is an opinion in our State that secondary education should end with the X Standard and after that a two-year course — call it Junior college or Intermediate college or higher secondary course—before the degree course. People who sponsor this scheme forget certain fundamental things. They think that all go to the University and hence this preparatory period according to them. If we were to stop with the X standard, then the majority of the leavers would be 15+. At such an immature age they will be forced to face the responsibilities of life. Employers will not entertain them, because they are young, and with low standard of attainment. The general education they receive will be so low as to necessitate giving further general education in the technical or other courses they join. Provision for general education in technical and professional institutions will be very costly, as more staff in needed. The number that will be absorbed there will be about five per cent. If after X standard a junior college is separately to be started, it will cost enormously. It will be nothing but penny-wise and pound-foolish policy and will also be restrictive in its admission. If it is attached to a degree college, then the university life will be spoiled because of the immaturity of a large number of undergraduates. As pointed out already, junior colleges should not cater to the needs of the University alone. If they get attached to the high schools, that will be more advantageous.

The new pattern was introduced two years back and the first batch will appear for the examination in March 1963. Before it is given a fair trial, it should not be condemned. For the past so many years there has been the Higher Secondary School Course in Delhi and it has been working most satisfactorily. Students after the completion of the higher secondary course

go to the three-year degree course. The new pattern, which is an All-India pattern, has been introduced in about half a dozen States, including our neighbouring States, Andhra, Kerala and Mysore. Other States have planned to introduce in the coming year. If we were to stop with the tenth standard, then we would be unjustly cutting down the secondary education course from 11 to 10 years. On educational grounds there cannot be valid opposition to upgrading the high schools into higher secondary ones. It is only on financial grounds that the government may oppose or may hasten slowly. When crores and crores of rupees are found for implementing big industrial projects, it is not a difficult thing to find money for education. In the third five year plan, our State Government propose to upgrade 200 secondary schools into higher secondary schools where the neighbouring State Andhra has planned to upgrade 500 schools. There is the fear that if Pre-University classes are taken away, the expenditure on colleges would go up and the Government's commitment also would increase. If we are really serious that our colleges should produce students who would compare favourably in their attainments with those in the advanced countries, there is no halfway measure for this. The University Grants Commission has been helping the States to a large extent. We may be sure that the Central Government will come forward to help the States. In the course of ten years, many aided high schools and aided colleges have come into existence, the latter fulfilling the conditions laid down by the Madras University. If only our Government make up their mind to upgrade as many high schools as possible, then many aided institutions will take steps to raise them.

It is high time that the Government think of constituting a Statutory Body for Secondary Education, which will direct the courses. Such a body will bring about the necessary changes from time to time on sound educational lines. The Education Department, by the nature of its very constitution, cannot be expected to do the function of educational experts. It is hampered at every stage by financial considerations.

It has been a sad feature in our country—nay a tragedy—that commissions consisting of experts are appointed only to reject their recommendations. In other advanced countries, the recommendations of expert committees are totally accepted and implemented in the shortest time possible. Having decided to accept the present pattern without any mental reservation, having convinced itself of the soundness and practicability of the pattern and having drawn up syllabuses in various subjects upto the end of XI Standard, the Government should have taken steps to upgrade some of the schools or laid down conditions for upgrading the schools. Whenever any change in the pattern is made, there are difficulties in the transition period. Let our Government with courage and optimism go ahead with the upgrading of high schools, determined to overcome all difficulties. At the end of the third five year plan, they will themselves find a far brighter picture than they expect now.

EXPANSION OF EDUCATION AT ALL LEVELS

In the first and the second five-year plans, the number of elementary schools rose from 16,000 to 26,759 and the percentage of enrolment of age group was stepped up from 45 to 75. At the end of the second plan, the Government say every village with a population of more than 300 will have an elementary school. In the third plan the main objectives will be (i) the completion of the scheme of free and compulsory education for children of the age-group 6-11 upto V Standard; (ii) an increase in the enrolment in the middle school stage of 50 per cent over the enrolment at the end of the second plan; (iii) an increase in

the enrolment at the high school stage of 50 per cent over the enrolment at the end of the second plan, and (iv) completion of the reorganisation of education.

The Government propose to introduce 150 bifurcated courses thereby increasing them to 436.

To meet the needs of industry, the Government propose to increase the number of Engineering Colleges from 9 to 12, Polytechnics from 23 to 33, and to establish 24 junior technical schools. The last one is to train persons who will fill jobs below that of a diploma-holder but will have a better general background than the products of craftsman training school. Boys after the completion of general education upto III Form are recruited to this course.

The Government deserve to be congratulated for providing technical education at various levels to a large number of students. If such useful diversions are provided, really 'fit' students and not 'misfits' will go up for higher education.

Within the last ten years there has been a phenomenal increase in the number of Arts Colleges, and training colleges, satisfying all the conditions laid down by the University. There are now 56 Arts Colleges.

STUDY OF LANGUAGES

The present scheme of the study of languages is the best that can be evolved in the existing circumstances. Some slight adjustment is necessary to give facilities for the study of one more language for those who want to study. If a student wants to study Sanskrit, then he must give up Hindi. Similarly if a Telugu student, taking Telugu under Part I, wants to study Tamil under Part II, he must give up Hindi. Recently the Minister for Education stated that if students wanted to study Sanskrit as a fourth language, the schools concerned might make provision for such a study outside school hours and the salary of the teachers engaged would be assessed for grant. It is hoped that such a concession would be taken advantage of to further the study of Sanskrit. There is one other defect in the scheme. The study of Hindi begins only in the VIII standard, i.e. at an age when students will take a long time to learn the alphabets. Schools may be permitted to make provision for the study of Hindi even from standard VI to such of the pupils as desire it, either within the school hours or outside. The salary paid to Hindi teachers should be assessed for grant.

EXAMINATIONS AND SYLLABUS

The defects of our examination system are admitted by all; but when time comes to consider practical remedies, differences arise. The present examination system is not always fool-proof, emphasises only on memory, and makes the estimate of the student's whole work in a subject, dependent on his answers to one or two or three hour papers. Even oral examinations fail to test the capacity of the student, judging by his subsequent career. All these reflections are no doubt true; but the alternatives proposed are often too theoretical or they require the existence of a large number of teachers of high character and intelligence whose judgment shall be infallible. A poor country like ours cannot afford to have such a large body of teachers needed to conduct such examinations. Whatever modifications are made in the present system, the results would not be revolutionary.

The public should regard examinations as a limited indication of a student's possible capacity, which his future achievements may or may not justify. The examination results indicate that candidates getting a first class are better than those getting a second class and the latter better than those getting a third class and the last better than those who failed to pass. Examination results should be regarded as giving only a limited value and no more.

Before any radical change is made in the method of examinations, it is better that experiments are conducted in a limited number of schools and on the basis of experience gained, changes are thought of.

Of late in the press criticisms have been appearing that the present syllabuses for elementary and high schools in certain subjects are heavy. The tendency to think that every subject is important and it should find a place is the cause of the overloading of the syllabuses. The aim should be to give a sound knowledge of a few subjects and do our best to rouse the intellectual curiosity of the pupil and teach him to acquire knowledge in new subjects by his own reading and observation.

Since experienced teachers feel the need for cutting down the syllabuses in certain subjects, the authorities should immediately take steps to reduce the load with the help of teachers who teach those subjects.

ROLE OF PRIVATE MANAGEMENT

When the British Government did not adequately fulfil its duty of providing adequate facilities for primary, secondary and university education, it was but natural that private agencies took up the task of founding educational institutions to provide facilities for education. Christian missionaries played a great and noble part in this endeavour and they led the way for other private agencies. Under private managements there are about 7,000 elementary schools out of 26,759, about 600 secondary schools out of 1,369, about 45 Colleges for Arts out of 56. No other proof is required to show the great contribution made by private agencies in the spread of general education. Recently private industrial concerns have come forward to found not only high schools and colleges, but also technological institutions. It is but proper that industrialists in their own interests should start such institutions, so that they may get the necessary personnel for the working of their factories. In the West, contributions and endowments made by industrial magnates are considerable.

For the sake of efficiency, freedom of thinking and economy, the Government should give all encouragement to private agencies. Of late there has been a tendency on the part of the Educational Department to interfere unnecessarily even in the day-to-day administration of high schools by issuing irksome circulars. The Department seems to be of opinion that private agencies exist only to find money to found institutions and when founded, it should exercise control over them on the plea that it is public money. There may be a few managements which mismanage the funds, but to tar all with the same brush is most unfair and uncalled for. The departmental audit of the high schools has unnecessarily fettered the hands of managements and headmasters in spending on items which are highly essential for the efficiency of the school. Such interference will smother all initiative and enthusiasm on the part of private managements. Happily the Central Government have expressed in no uncertain terms that they are for more and more private agencies coming forward to run educational institutions. It is also the intention of the State Government.

SERVICE CONDITIONS OF TEACHERS

The teaching profession is grateful to the Government, especially to the Minister for Education, for introducing provident fund cum insurance cum pension, scheme, free education to teachers' children, and the liberal revision of the scales of pay of teachers from 1st June 1960. The Government have done well in extending fee concession to poor children upto Standard XI. Thus our State has been the forerunner in conferring such benefits. Very recently they have raised the rate of pension to L.Ts. and headmasters, partially accepting the principle of 25% of the average monthly salary during the last three years before retirement.

Everyone will agree that today the service conditions of teachers are much better than what they were some 10 years back. All teachers under whatever agencies they serve get the same scales of pay. The revised scales of pay introduced last year have given a large measure of satisfaction. But the salary scales of secondary grade teachers and others of that category require more liberal revision. There are still certain concessions to be extended to teachers in aided institutions. House Rent Allowance has not been granted. Common leave rules are not insisted upon. About twenty years back teachers had no security of tenure in a number of aided institutions. In the last few years, such terminations have diminished to a very large extent. In elementary schools, though the number of such cases are less, still they are frightening. If the teaching profession is united and if teachers are not a party to the unscrupulous methods practised by the managements, the day is not far off when such managements will disappear. The Government should take steps to give statutory protection against unlawful termination of services of teachers. A teacher must have academic freedom, security of tenure, regular payment of salaries and freedom of thinking, to carry on his work.

The Central Government are thinking of a scheme, on the lines of Whitley Council in U.K., to regulate the relations between the Central Government employees and the administration. Our State Government would do well to constitute such a Committee for their employees. A resolution was moved by me on the floor of the Council recommending to the Government the Constitution of a statutory committee, on the lines of the Burnham Committee in U.K. consisting of representatives of teachers, headmasters, aided managements, and local bodies to make recommendations to the Government for better conditions of service and security of tenure, for teachers from time to time. The resolution was withdrawn, as the Government spokesman said that the Government required time to study the constitution and the functions of the Burnham Committee. We should all press for the constitution of such a committee to ensure better service conditions for the teaching profession.

There are still certain anomalies in the concessions granted to teachers.

The children of teachers in Government schools are granted fee concession upto XI standard, irrespective of the income-limit of their parents, but in the case of teachers serving in private managements and local bodies, this concession is limited to teachers whose income does not exceed Rs. 300 per month. In the revised scale of pay most of the headmasters would be deprived of this benefit. There is no justification for denying this concession to people serving in aided colleges. if income-limit alone is the deciding factor. It is hoped that the Government would extend this benefit to all, raising the income limit to Rs. 450, which is the maximum salary for a headmaster in an aided high school.

The benefit of pension scheme should be extended to teachers serving in aided colleges.

It is gratifying to note that the liberalized pension scheme recommended by the State Pay Commission has been accepted by the Government for their employees. It is earnestly hoped that very soon the scheme would be extended to teachers also.

CONCLUSION

A word about our organisation. I would like to see the day when every teacher walks up to a local Teachers' Association and becomes a member. Let us stand behind our organisation. May be there is something you do not like what the organisation has done or is doing. We are just human, all of us —but the organisation is a great one. Teachers can advance the cause of education and teaching profession only through well organised associations. The S.I.T.U. Council of Educational Research, an independent organisation,

has of late been doing great work in the field of education and in raising the competence of teachers. Teachers have to guard both collectively and individually against educational thought and practice of society being dominated by any political or social ideology or subjected to any particular party interests and exigencies. The children of today will be the India of tomorrow. What they accomplish later on will depend upon what they learn and the opportunity given to them now. Truly it may be said that the future of India is in the schools and the future of the schools is in the teaching profession. When we ask for better pay and other rights being granted, let us, teachers, all remember that teaching is a noble profession which will command respect from the public only if its members keep before themselves high ideals and do their best to implant them in their pupils. By the character, sense of duty and efficiency of the young men and women they turn out, will the teaching profession be ultimately judged. Let us follow our predecesors by dedicating ourselves with greater determination and faith to the noble task of teaching the youth of our country.

House Rent Allowance Day: This is to be observed on 4th July, 1961

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THE 51st MADRAS STATE EDUCATIONAL CONFERENCE 1961

General Report

The conference was held from 10th to 13th May on the Bishop Heber High School grounds in the spacious and beautifully decorated pandal where the T.N.C.C. was held just prior to these dates. Some of the sessions were also held in the National College School Hall.

The delegates were accommodated in the class rooms of the High School, where also arrangements for Boarding were made.

Messrs Palaniappa Bros. entertained the delegates and members of the Reception Committee to lunch on the last day.

Musical and other entertainments were provided for the delegates on the first and second nights.

About 1,600 delegates of whom 300 were women attended the conference. The proceedings commenced with the unfurling of the National Flag by Mr. T. P. Srinivasavaradan.

After prayer, Mr. M. V. Krishnamurthi Rao, Chairman of the Reception Committee, in his welcome speech, emphasised the need for parents taking part in such conferences, giving information and suggestions in the interest of the progress of the country. He congratulated the Director of Public Instruction on the introduction of the free mid-day meal scheme.

Mr. G. Krishnamurthi, in his welcome speech as President of the South India Teachers' Union, mentioned the presence of anti-national and anti-social ideas in several text-books and suggested that they might be brought to the notice of the Government by the sectional meetings to be held as part of the State Conference. Inclusion of such ideas in text-books, he said, was responsible for indiscipline noticed among students.

Mr. Kuruvila Jacob, who inaugurated the conference, laid stress on the importance of opening trade and craft schools where pupils who wanted to enter life after primary education could get vocational training.

Mr. T. P. Srinivasavaradan, M.L.C., made a strong plea for the upgrading of high schools in the State into higher secondary schools. With the introduction of pre-university course in colleges " there is no longer any room for uncertainty and if Madras is to conform to an all-India pattern, it is necessary to upgrade the S.S.L.C. (academic) course with the definite objective of bringing the pupils to the standard of the university course, " he declared.

Mr. T. P. Srinivasavaradan also urged constitution of a statutory body for secondary education which would direct the courses and bring about changes from time to time.

Mr. N. K. Venugopal, Secretary and Treasurer, read messages received among others from President Rajendra Prasad, Vice-President Radhakrishnan and Mr. C. Subramaniam, Madras Education Minister.

Mr. Subramaniam in his message stated that unless the educator periodically reassessed himself in the light of the changing needs of society and equipped himself afresh to meet the new requirements, he would not be able to function for a good purpose and hoped that the conference would stress this aspect of the problem of education.

The conference later divided into sectional conferences on elementary, secondary, children's, women's and university education.

In connection with the conference, an educational exhibition in the compound of the Bishop Heber High

School, Teppakulam, was opened by Mr. M. Palaniandi, M.P.

Mr. R. Bhuvarahan, Headmaster, National High School, Tiruchi, delivering the Sabhesan Memorial Lecture, eulogised the services of late Prof. M. S. Sabhesan to the S.I.T.U.

A beautiful souvenir, with portraits of office-bearers of the S.I.T.U. and containing valuable articles in English and Tamil of educational interest was released on the occasion.

At the general body meeting held with Mr. G. Krishnamurthi, M.L.C., President, in the chair, the annual report for 1960-61, presented by the Secretary, Mr. S. D. Krishnamurthi Rao, was adopted.

In the keenly contested election of office-bearers to the South India Teachers' Union for 1961-62 Rev. D. Thambuswami, Principal of the Kellet High School, Madras, was elected President and Mr. R. Bhoovaraha Iyengar, Headmaster of the National High School, Tiruchi and Mr. V. Anthoniswami, Headmaster of the S. V. B. High School, Tuticorin, as Vice-Presidents. Mr. S. D. Krishnamurthi Rao was re-elected Secretary. Mr. V. K. Venugopal, Assistant, National High School, Tiruchi, was elected Joint-Secretary, and Mr. J. D. Muthiah of the Kellet High School, Madras, was re-elected Treasurer. Mr. A. S. B. Philips, Assistant, Schaffter High School, Tirunelveli, was chosen convener of the Vigilance Committee.

The conference felicitated Mr. S. Natarajan, former President of S.I.T.U. on his 61st birthday. Mr. M. Rajah Aiyar of Ramanathapuram, presiding. In his reply, Mr. Natarajan appealed to the teachers to uphold the best traditions of the profession. At the concluding session, Mr. G. Krishnamurthi unveiled a portrait of Mr. S. Natarajan, who was also Vice-President of the World Federation of Teachers. Mr. K. S. Krishnan, Joint Secretary, S.I.T.U. proposed a vote of thanks.

After adopting the reports of the sectional conference and after passing 21 more resolutions, Mr. T. P. Srinivasavaradan, President, in his concluding remarks, endorsed the view of Mr. Theodore Samuel, Principal, Bishop Heber High School, Puthur, that the opening of the eleventh standard in almost all the high schools should be expedited since their opening in a few schools only would give room for unhealthy rivalry. He paid a tribute to Mr. C. Subramaniam, Education Minister, for his thorough grasp of all aspects of education and was confident that the Minister would continue to do his best for improving education and the lot of the teacher. He emphasised the importance of physical education and supported the demand for better scales of pay for physical training instructors. He said that post-graduate trained teachers should not consider teaching in the high schools as below their dignity. In matters of administration, if headmasters were consulted, there would not have been so much confusion regarding the age of retirement, pension, etc., he added.

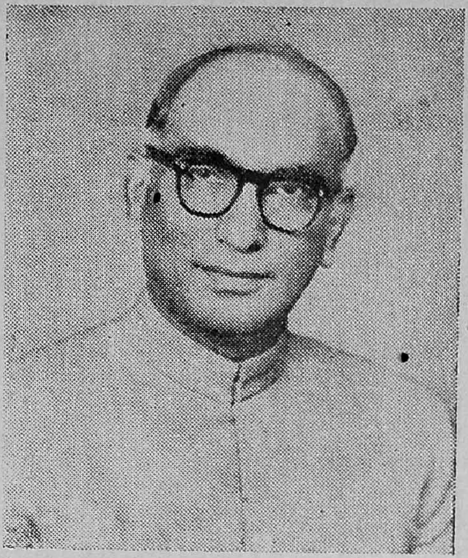
Mr. R. Bhoovarahan proposed a vote of thanks.

UNIVERSITY EDUCATION

The University education sectional conference was presided over by Prof. Thomas Srinivasan, M.P., who reviewed the various problems confronting University education. Prof. A. Hirudayaswami Reddiar pointed out that the Madras University Act had expressly provided under Sec. 36 for a two-years' Intermediate course as essential preparation for the degree course and added that either the Madras University Act must be amended or the P. U. Course replaced by the old Intermediate course. Mr. M. Muthuswami supported this view. Mr. Kuruvila Jacob stated that there was re-thinking on the question of either retaining the P. U. C. or replacing it.

WOMEN'S EDUCATION

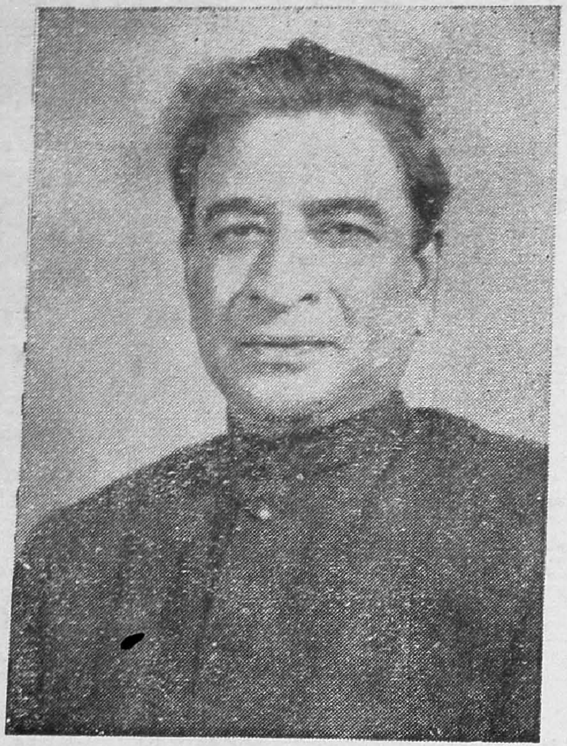
The Women's education sectional conference was presided over by Mrs. Sadat Unnisa Begum. Mrs. Saraswathy Srinivasan, Headmistress, Avvai Home



Sri K. KURUVILLA JACOB,
who Inaugurated
this year's Conference

Sri M. V. KRISHNAMURTHI,
President,
Reception Committee

Dr. E. P. MATHURAM, M. L. A.,
Patron, Reception Committee



Sri S. NATARAJAN, M. L. C.
Ex-President of the S. I. T. U.
who was felicitated
on his Sixty-first Birthday,
at the Conference.

Padmasri N. D. SUNDARAVADIVELU,
Director of Public Instruction, Madras

Basic Training School, Adyar, Convener, felt that there had not been much progress in the direction of women's education. The Planning Commission had reduced the allocation for women's education from Rs. 900 crores to Rs. 400 crores. The Convener felt that co-education was permissible up to the elementary stage and that, in the higher stages, there should be separate schools and colleges for women, with hostel facilities. Messrs. G. Krishnamurthi and S. Natarajan emphasised the value of women's education. Messrs John Victor and Avadhaniar also spoke. The President felt that subjects like home science and domestic science could be taught in the secondary stage, since by the age of seventeen, most of the girls got married. She felt that the teaching of home science in the colleges was not necessary.

SECONDARY EDUCATION

The proceedings of Secondary Education sectional conference which lasted for about six hours were presided over by Mr. Theodore Samuel of Tiruchi. Mr. M. Rajah Aiyar of Ramnad, Convener initiated the discussion. He pleaded for encouragement to aided institutions coming forward to open the XI Standard. He also pointed out that pressure would be felt for one year in the 8th Standard in 1963-1964 and in the higher standards in the succeeding years and pleaded for emergency ad hoc regulations to tide over the crisis.

Rev. D. Thambuswami of Madras and Mr. T. P. Srinivasavaradan also spoke. Mr. G. Sam Victor of Tirunelveli criticised Basic Education. Other speakers also participated. Mr. K. S. Krishnan, Joint Secretary, proposed a vote of thanks.

ELEMENTARY EDUCATION

Elementary education sectional conference was held on 11-5-1961, under the Chairmanship of Sri C. T. Williams. Mr. D. Sebestian, Convener, said that Elementary school teachers were not well paid and stressed that the Government should come forward to improve the lot of elementary school teachers. He felt that elementary school teachers should join the S.I.T.U. in large numbers. Sri N. S. Narayanamurthy, B.A., B.T., Dharapuram, spoke at length on the ideals of elementary education. Sri Sam Victor with a chart explained that the load of Social studies in Standards IV and V was very great. Sri Rammohan of Srirangam and Sri S. R. Narayana Rao and D. Perinbaraj explained the defect in the system of elementary education. Sri Veerasaivam of Tinnevelly stressed the need to have a Teacher Improvement Scheme. Sri Palaniandi, M.P., admitted that Teachers' lot in general should be improved if we want to improve the standard in education. The convener appealed to every one to co-operate in getting more success to the two laudable schemes, viz. Mid-day meal scheme and school improvement scheme sponsored by the D.P.I. of our State.

REPORT OF THE CHILD EDUCATION SECTION

Janab C. M. Fazalur Rahman, Convener of the section, welcoming the delegates outlined in brief the need for pre-primary schools and requested Sri G. Krishnamoorthy, M.L.C. President of the S.I.T.U. to inaugurate the conference. In his inaugural address, Sri Krishnamoorthy referred to the State Government proposal about nursery schools for children of age group 3 to 5 and indicated a few related problems. He requested the delegates to give their definite views on the proposal.

Rev. Sr. Claudia Mary in her presidential address said that one must sympathise with the child to understand it fully. She outlined in brief the growth of the movement for child education and said that any infant school must provide for (i) free environments for the child, (ii) teacher's sympathy and love, (iii) proper protection to the child, and (iv) interesting games. The teacher, she said, has a very important role to play and

suggested that the day's programme should consist of nursey rhymes, stories which will inspire, drawing and dancing. Care of the child's health is very essential. She further said that proper environment should be provided to enable the child to act independently and to promote self confidence in them. Creative activities are very helpful. Play-way of teaching should be adopted and suitable aids provided. She concluded by saying that minds are like slates, activities, the pencils and instinct, the book.

Sri T. P. Srinivasavaradan, M.L.C., president of the conference, emphasised that proper care should be given to the contents of education and promotion of discipline should be the objective. He said that teachers should have special training.

Sri C. Ranganatha Iyengar, Sri A. Paul, Sri S. Sundararajan, Sri P. T. Ramaswamy Mudaliar, Sri S. Varadarajan, Sri S. Avadhaniar, Sri Thirunavukkarasu, Sri G. Mahadevan and Sri B. Srinivasa Iyengar participated in the discussion on :

"The need for pre-primary education." They were all of the unanimous view that pre-primary schools were necessary in the changed social conditions. It was pointed out that the infant schools should serve as a corrective to the influences of the culpable indulgence of the parents and as a corrective to the undesirable environmental influences. Religious and spiritual training at the early stage was necessary. They also pointed out the difficulty of getting suitably trained teachers for the job.

The convener then moved the following resolution which was unanimously accepted :

The unanimous opinion of the sectional conference of the pre-primary education is that infant schools for children of age group 3 to 5 are necessary in the changed social conditions and calls upon the State Government to appoint immediately a committee of experts to examine the set up and contents of the programme of these schools and make suitable recommendations.

The President in her concluding remarks summarised the discussion and with a vote of thanks the conference came to a close at 6-30. p.m.

Resolutions

Felicitations

1. This conference offers its felicitations to Sri N. D. Sundaravadivelu, M.A., L.T., Director of Public Instruction, Madras, for the award of PADMASHRI conferred on him on the last Republic Day.

2. This conference congratulates the four recipients of the National Award and the forty-seven recipients of the State Award for teachers this year.

Salaries and Allowances

1. This conference regrets that even after the recommendations of the Pay Commission, disparities should exist in the matter of salaries and concessions as among teachers of the same qualifications under the various agencies and requests the Government to remove the disparities.

2. This conference views with grave concern the disappointment caused in teachers by the denial of house rent allowance to teachers in institutions under aided managements and local bodies, since 1946 and urges on the Government the need to grant the same, to avoid frustration in teachers. It also resolves to observe on a state level the fourth of July 1961 as *house rent allowance day*.

3. This conference regrets that the medical concessions have all along been denied to teachers in aided institutions and urges on the Government the need to extend the same to this section of teachers.

4. This conference regrets that the temporary increase of Rupees Ten in pension granted to teachers retiring from Government schools is denied to teachers retiring from Local Board and aided institutions and urges on the Government the need for the grant of this increase to teachers retiring from Non-Government institutions.

5 & 6. Pending revision of the scale. of the Secondary Grade teachers to 125—5—175, in view of their professional training for 2 years, this conference requests the Government to raise the increment in the second slab of the existing scale to Rs. 8.

7. This conference regrets that the qualifications and the nature of work have not been taken into consideration in fixing the salaries for physical training instructors, Commercial instructors and other specialist teachers handling upper forms and requests the Government to liberalise their scales to Rs. 125—5—250, with a special pay of Rs. 15 to Higher Grade Physical Instructors.

8. This conference requests the Government to fix the salaries of language Pandits on the basis of their qualifications irrespective of the number of periods or classes handled.

9. This conference requests the Government to fix the uniform scale of Rs. 300—15—450 for all Headmasters of High Schools irrespective of the strength of the High Schools.

10. This conference urges on the Government the need to fix Rs. ·100 as the basic pay of Elementary Grade teachers (the minimum pay prescribed for a white-collared job) and liberalise the rate of increment to at least Rs. 3 in their cases.

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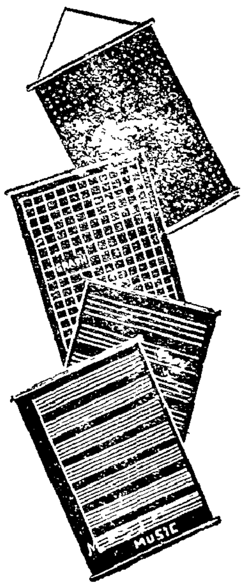

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Implementation with weightage

(Revised Scales)

1. This conference regrets the extraordinary delay of over 11 months in the implementation of the revised scales of salaries for teachers and requests the Government to call for reports of cases of non-implementation with reasons from each district.

2. This conference requests the Government to issue orders that the total service of a teacher should, as calculated for the purpose of pension, be taken for the purpose of weightage in fixing the salaries of teachers on the revised scales and the salary to be taken for fixation on the revised scale should be that drawn on 1-6-60.

3. This conference requests the Government to give teachers the right of option to enable them to continue in the old scales so long as it is advantageous to them.

4. This conference views with concern the irregular fixation of salaries on the revised scales in the case of teachers in aided elementary schools in the State and urges on the Government the need to issue orders to set right the same.

5. This conference wishes to point out that many Secondary Grade teachers are denied the benefit of the revised scales for reason of their appointment in Higher Grade posts and requests the Government to treat all posts occupied by Secondary grade teachers in Lower Elementary schools as Secondary Grade posts.

6. This conference requests the Government to issue orders making it clear that all allowances and special pay paid to Headmasters of elementary, higher elementary and high schools and certain categories of teachers and Head Clerks in Institutions are payable besides the benefits of the revised scales.

6 (a). This conference requests the Government to provide for posts of Clerks on the Upper Division Scales in Aided Secondary Schools at the rate of one per every five hundred of strength in such schools.

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Dues to Teachers on account of problems that arose on 1-6-1959

1. This conference requests the Government to pay teachers in aided elementary schools that opted as non-fee levying from 1-6-1959 salaries as per their service registers and enable them to get the full benefit of the revised scales.

2. This conference urges on the Government the need to pay salaries to aided elementary school teachers who were retrenched on 1-6-1959 and who could not be provided employment by the Government for a period ranging from 1 to 3 months for the period of break in their service.

Pensions

(a) While thanking the Government for the recent revision of the rate of pension of L.T's and other teachers belonging to the same category and headmasters, this conference requests the Gov-

ernment to apply the recently announced formula namely n/120 of the average salary of last three years before superannuation, subject to a maximum of Rs. 60 to L.T's and Rs. 75 to headmasters to such of the L.T's and headmasters and teachers belonging to the L.T. Grade as retired before 1-7-'60.

(b) to all living teachers, retired before 1-4-1955 ;

(c) to the non-teaching staff in non-Government institutions inclusive of Librarians, Attenders and other permanent menials ;

Provident Fund, Age of Retirement, Leave Rules & Security of Service

1. This conference requests the Government to liberalise the teachers' Provident Fund Rules to provide for :

(a) a contribution of 10 nP. in the rupee by a teacher, 5 nP. by the management and 5 nP. by the Government ;

(b) grant of advances for any reasonable cause ;

(c) grant of advances upto 80% of the amount at credit for purchase of plots for or construction of houses.

2. This conference requests the Government to remove the disparities in the age of retirement as among teachers under the various agencies and fix 60 as the age of retirement for all teachers and non-teaching staff in aided institutions.

3. This conference urges on the Government the need to prescribe uniform leave rules for teachers in non-Government educational institutions as given below :—

(a) 15 days' earned leave with full salary per year, subject to a maximum of 90 days ;

(b) medical leave on full salary for one year for the total service of a teacher ;

(c) 15 days' casual leave in a year ; and

(d) maternity leave of three months in the case of lady teachers.

4. This conference urges on the Government to enact legislation to ensure security of tenure for teachers and non-teaching staff in aided educational institutions.

Miscellaneous

1. This conference apprehends the retrenchment of teachers of various categories on account of the introduction of the reorganized course of studies and requests the Government to issue orders that no teacher of any grade or category should be retrenched from any school under any agency.

2. This conference requests the Government to prefer Higher Grade teachers failed in the Secondary Grade T.S.L.C. Examination and pre-1947 Higher Grade teachers to untrained S.S.L.Cs. in the appointment of teachers to teach English in Elementary Schools.

3. This conference requests the Government to reduce the pupil-teacher ratio to 20 : 1 in Elementary Schools and 30 : 1 in Secondary Schools.

4. This conference requests the Government to appoint committees of teachers handling the respective classes to go into the syllabus and revise the same suitably, distributing the load and changing the content to suit our national genius.

5. This conference requests the Government to permit language Pandits and B.T. Grade teachers of 10 years' experience to handle the XI Standard, when it comes into existence.

6. This conference requests the Government to treat teachers in Aided Institutions on a par with teachers in Government Institutions in respect of advance payment of and rates of allowances, while being deputed for extra work like elections.

(Approved by the Madras Textbook Committee for Class Use for Standards VIII to X under Revised Syllabus.)

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The Bombay Teachers' Journal (March, 1937)

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Both Wren's "High School English Grammar" and Wren and Martin's "High School English Composition" are now largely used in schools. At the suggestion of several Headmasters, this ONE-VOLUME edition of the two books is published at a low price. Part II of "High School English Grammar" is, however, omitted as Part I of "High School English Composition" covers the same ground somewhat more fully.

647 pages

"I find it the most useful, serviceable book for our Intermediate students.... It beats all otkers in the field including many of those which pretend to be meant for Intermediate students. The best feature of this book is that it is correct at every point, fairly exhaustive and full, admirably brief in rules, concise in presentation and treatment, with due sense of proportion and symmetry in parts and with aptly chosen exercises and illustrations."—*Prof. P. C. Das, M.A., B.L., Ph.D. (Edin.), M. A. S. L. (Lond.), Head of the Department of English, Jaswant College, Jodhpur.*

48th edition

"The publishers should feel proud that they have been successful in making it a STANDARD book." —*The Bombay Teachers' Journal* (March 1937).

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

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BOMBAY—CALCUTTA—MADRAS

DAILY RECORD OF A CASE DIARY

S. JAGANNATHAN, Saidapet.

(*Continued from previous issue*)

M. D.

10—21 Plays hide and seek near the pillar by moving head this side and that. Gets into easy chair.

Is definite about pointing to head. Bites button and shirt. Takes hold of father—tuft, ears.

Repeats the same even though he gets loose of hold.

10—22 Combs head with a comb. Looks this side and that of a brass saucer. Looks for the crow at the back-yard—the sparrow at the front yard, cow in the street.

Pulls out pen and pencil from pocket.

Does not swallow rice—Vomits rice along with milk food. Looks at rain pouring and wind blowing hot.

Feels glad to see brothers and sisters returning from school in the evening—Can't scribble, but hits with a pencil.

10—23 Dragging a wooden car (தேர்) with a chain attached. Splashing in water. Washing floor with stagnated water, urine too—Laughs heartily.

Cries in a fondling manner—Goes to cousin sister but wouldn't on 18—10—five days back.

Catches hold of legs—to be caressed in arms.

Runs after kitten and pulls it by tail.

M. D.

Resorts to pet cry—Pulls pencil from pocket—

Was about to make a somersault while getting down from easy chair.

Eats small particles இட்லி says மம், மட் while eating. Does not exhibit facial contortions while tasting a lemon peel.

10—24 Bites and tears book with hands and teeth.

Scribbles with chalk on floor. Throws paper this side and that. Playful and active.

Calls father and mother immediately as he sees them.

Tries to hold chalk in suitable position after failing to leave an impression with his original horizontal position.

Hangs down head while unwilling to see others.

Throws vegetables this side and that. Runs to get at a lamp on the floor. While being admonished for touching the seed, prostrated on floor and would not look up or turn even though called several times. Resents admonition. Makes for himself a passage while the leg is placed against a pillar on his way.

Scribbles on slate with slate pencil. [Both sides make impression. In lead pencil, writing point is on one side and marks too faint—chalk is small and

M. D.

holding difficult, though it makes marks.]

10—25 Looks for mother early morning — Removes lid from kettle. Turns lid side to side.

Turned kettle upside down, while trying to stand holding its handle—Reproduces கி, கி, while imitating the noise of a sparrow. Heartily laughs at the sight of a celluloid doll. Has it on laps. Kisses the doll. Cries ஹாய் at the sight of a passing bandy. Crosses the raised door way for the first time in his desire to reach mother inside the room. When told to kiss and hit, gives appropriate responses. Feeling a wooden toy close to his back, stretches his hand — Not being able to get at it, turns about, sees it and gets hold of it.

Wouldn't see father on his return from bazaar for not taking him there.

10—26 Draws attention of others. by இத்தா as he is sitting on a cycle. Is pleased to sit under an umbrella —Rotates the holder of the iron-ribs. Laughs heartily and loudly as a palmyra rattle is tossed to and fro by being suspended from a string. Adopts a different note in crying while feeling sleepy. Feels restless after 2 hours of absence from home and stay in the city.

10—27 At the sight of a gipsy beating drum at the street door, runs to brother crying—But on being taken in arms, didn't mind the beating of the drum by the gipsy. Successfully brought out a circular box through a window with iron cross bars and wires after failing a number of times. Once with the right hand, then with the left. Once up the cross wire, then down it, once bringing down the open box and then up—enjoys seeing and catching soap bubbles blown by children—Runs after a bunch of keys soon after it is thrown in front of him. Gets down the 5 steps in the Park pavilion and plays in sand. While in the cradle awake, lifts up head on the singing of a beggar at the door.

10—28 Stands up close to the raised bench — Drags all the clothes on it to the

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G. T., MADRAS-1

M. D.

floor, covers himself with cloth — Removes it and plays—Lies on the clothes —Runs to mother at the sight of a new comer—Points to nose.

10—29 Points to nose clearly, also mouth ஆ, தொந்தி. Opens mouth with an ஆ sound and demonstrates it. Finds new ways of reaching a thing. If the leg is placed across, gets over it. If the leg is raised, raises himself or still stands up and gets at the thing high up. Covers himself with cloth, removes it, runs and lies on it.

Smiles at father on his home-coming from a distance. Runs to brother on his return from school.

M. D.

10—30 On seeing his brother going out in advance, follows him as far as the doorway, but traces his legs inside on not finding him there—Even while from a distance laughs at brothers and sister waiting to see him return from bazaar with father.

Is pleased to sit on a cycle and being moved along the brick pavement.

Wakes up at 3 o'clock in the night — Responds to father, calls father number of times — Kept awake for some time and runs to mother therefrom.

(M = Month. D = Day)

NEW TEXTBOOKS FOR STANDARDS VI & X

(Approved by the Madras Textbook Committee vide Fort St. George Gazette dated 10—5—1961)

PUDUMURAI VIJNANAM

T. P. Srinivasa Varadan, S. Swaminathan & V. Narayanaswami

Standard VI Re 1.75 *RC No. 12-TBC/61 of 11-5-61*
Standard X Rs 3.25 *Page 35*

ELEMENTARY SCIENCE (English)

T. P. Srinivasa Varadan, S. Swaminathan & V. Narayanaswami
Standard VI Re 1.75 — *Exclusive right of sale granted for 5 years from 1961-62 vide R.C. No. 5/TBC/61 of 23-2-61*

NAVINA GANITA SARAM

R. Narasimhachari

Standard VI Rs 2.25 *Page 28*
Standard X (General) Rs 2.60 *R. C. No. 12/TBC/61 of 15-5-61*

SAMUDHAYA VALARCHI NOOL

S. Narasimhan

Standard X Rs 4 *Page 22*

OXFORD UNIVERSITY PRESS

OUR BOOKSHELF

HAPPY VENTURE WORKBOOK I: By F. J. Schonell. (Oliver & Boyd Ltd., Edinburgh-1). Price 1s. 9d.

The workbook is primarily intended to be used as a page by page consolidation of Reader I. For example, pages 3, 4 and 5 are meant to be used in conjunction with the teaching of pages 2 and 3 of *Playtime*. Occasionally teachers may wish to use the word study part of a Workbook exercise as a supplement to the study of new words before pupils read the sentences in Reader I.

BANADURAI MANAVAN, Vol. IV, No. 1, April 1961: Students' Magazine of the Banadurai High School, Kumbakonam.

This good-sized volume of 112 pages contains articles by eminent members of the public and Educational Department on the splendid growth of the institution under the guidance of the Headmaster Mr. A. Rajagopala Iyengar who is retiring in 1961 supported by the sympathetic correspondent late Sri T. S. Rajagopala Iyengar. Articles of various interest and illustrated descriptions of the places of importance in Kumbakonam provide very valuable and useful information.

THE BIBLE STORY: Illustrated by Lynd Ward. Price 7s. 6d. (Thomas Nelson and Sons, Edinburgh-9).

This well got-up book is prepared especially for boys and girls. It contains passages selected from the Bible to help the reader to know some of the people, ideas and events in the Bible.

The pictures help us in understanding a great deal about Bible times and places. The book is intended to benefit teen-agers.

THE BOY JUDGE: By P. R. Rama Iyengar. Price 75 nP. (Oxford University Press, Madras-2).

The book contains selections from the stories of Mariadai Raman, which generally appeal to pupils of High Schools. The details here and there are the inventions of the author. May be usefully read as Supplementary Reader in Standards VIII and IX in Secondary and Higher Secondary Schools.

MCKEE PLATFORM READERS: Books A5 and 6, B5, C5. By Dora Castley, Sheila Carstairs and Kathleen Fowler. Price 1s. 10d. each.

These are children's books for use in the 1st and 2nd years of Primary schools teaching English to pupils.

HANDY ANDY: Simplified and abridged by Jess Colaco. Price Re. 1/-. (Orient Longmans).

UNCLE TOM'S CABIN: Simplified and abridged by Jess Colaco. Price 75 nP. (Orient Longmans Ltd., Madras-2).

These books are specially written for young boys and girls. Most of the difficult words in the original have been avoided and those that had to be used for the sake of the stories have been explained in the glossaries. The books have been abridged with the help of about two thousand words which children in the Secondary and Higher Secondary Schools are expected to be familiar with, according to the Revised Syllabus of the Madras Education Department. May be read in the VII or VIII Standard of High or Secondary Schools.

FAMILY AFFAIRS BOOK 4: By Bradley. (Oliver and Boyd Ltd., Edinburgh-1). Price 4s. 3d.

This book completes the Family Affairs Series of backward readers for use by girls in Secondary Modern Schools. In keeping with the series, the get up of the book and illustrations in it are excellent.

TRENDS IN SECONDARY EDUCATION: (Souvenir in Commemoration of the Shashtiabdapurthi of Sri S. Natarajan) published by the Shashtiabdapurthi Celebration Committee, Office of the S.I.T.U. Council of Educational Research, Madras-28.

This volume contains valuable articles on several aspects of education of eminent educationists like Sir Ronald Gould, Dr. J. F. Forrester and Prof. Indra Sen, well written treatises on Teaching and Research by experienced lecturers and teachers and teaching biographical sketches by persons intimately associated with Sri S. Natarajan. The generous felicitations and tributes offered make interesting reading.

It will be a valuable addition to every High School library for teachers' reference.

THE EFFECTS OF REMEDIAL EDUCATION: By J. E. Collins. (Oliver and Boyd Ltd., Edinburgh-1). Price 15s.

This book is 'Educational Monograph No. 4' brought out by the publishers for the University of Birmingham, Institute of Education. Research workers, students, educational advisers and practising teachers will be benefited by a study of the effects of remedial education.

FIRST AID AND HEALTH: 1. Nursing Catechism. Price 6d. 80 pages. 2. First Aid Catechism. Price 1s. 6d. 141 pages.

POSITIONAL SKILLS AND PLAY: 1. Full Back. Price 2s. 6d. 32 pages. 2. Goalkeeper. Price 2s. 6d. 32 pages. (Educational Productions Limited, London, S.W.1).

This series is published for the Football Association and is intended to give the individual soccer player first class advice on how he can improve his play in his chosen team position. The books are written by Walter Winterbottom, Director of Coaching to the Football Association.

This book looks at the game through the eyes of the Full Back and shows the styles of play and practice used by star players in this position. It also outlines the general fitness, training and skill, practices which will help a Full Back improve his particular game.

M.C.C. GUIDE TO BETTER CRICKET: (Fully illustrated). (Educational Productions Ltd., London). Price 2s. 6d.

Published in collaboration with the Marylebone Cricket Club with a foreword and coaching commentary written by Mr. H. S. Altham, Chairman of the M.C.C. Youth Cricket Association. The book is designed as a constant companion for the young cricketer and should find a permanent home in many a blazer pocket.

The book contains reproductions in smaller size of the popular series of six self-coaching cricket wall charts published some two years ago. The specially written text will help the young cricketeer to understand more fully the basic principles of batting, bowling, fielding and wicket-keeping.

PICTURES TO COLOUR AND CUT OUT: (McKee Reading Scheme). Price 1s. 6d. (Thomas Nelson and Sons Ltd., Edinburgh-9).

This addition to the McKee Reading Scheme provides children with sixteen pages of outline drawings based on selected illustrations from the Early Readers and Platform Readers. The drawings are in simple line with a dotted outline to provide some guide for the child who is unable to use scissors accurately.

These pictures will be used for all kinds of activities concerned with the reading progress and should find a place wherever the McKee Scheme is in use.

LIST OF PUBLICATIONS RECEIVED

Receipt of the following publications is thankfully acknowledged :—

1. Germany—The Magazine of the Federal Republic. No. 19. (Most beautifully illustrated.)

2. The Twelve Wonders that have transformed the World : (in Tamil). United States Information Service, Madras-2.

3. Hindu High School Magazine, April 1961.

4. Commonwealth Today No. 81 : (British Information Service).

5. Report of the Commonwealth Conference on the teaching of English as a Second Language, held at Makerere College, Uganda from 1st to 13th January 1961. Printed on behalf of the Commonwealth Education Liaison Committee, Uganda, East Africa.

6. Educational Productions Ltd. :

   (1) Filmstrips on topics relating to : (a) Physics, Chemistry and General Science, (b) Sport and Health.

   (2) Charts on Handicraft and Technology.

   (3) Books for the School Library.

7. *Silver Jubilee Volume* (1931-1956) : Vidya Bhawan Society, Udaipur. The volume contains three parts : (1) Story of the Vidya Bhawan, (2) Critical reviews of some of the important researches in Education and allied fields, and (3) Contributions by eminent educationists which enable us to catch a glimpse of the contemporary scene in education.

8. Educational India—Tagore Centenary Number, 1961.

9. Young People Today (An account of young people in voluntary youth organisations).

10. Educational Monographs (Values in the Comprehensive School) No. 5 : 118 pages. Price 12s. An experimental study by T. W. G. Miller. Published by Oliver and Boyd (Private) Ltd., London, for University of Birmingham, Institute of Education.

SELVI PATHIPPAHAM, KARAIKUDI-1

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The S. I. T. U. Executive Board will meet on 1st July 1961.

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135, பவழக்காரத் தெரு, சென்னை-1

REPORT OF SYMPOSIUM

Recently a symposium on "The New Higher Secondary School and its place in the National System of Education" was organised by the Extension Services Department of Post-Graduate Basic Training College, Raipur in the Main Hall of Government Multi-Higher Secondary School, Raipur. Shri W. Alexander, Principal, Government Multi-Higher Secondary School, Raipur was in the chair.

The following educationists of Raipur participated in the symposium :—

1. Shri R. S. Sharma, P. G. B. T. College, Raipur.
2. Shri K. C. Malaiya, P. G. B. T. College, Raipur.
3. Shri R. P. Shrivastava, Principal, Public High School, Raipur.
4. Shri S. P. Mukerjee, Lecturer, Hindu Higher Secondary School, Raipur.
5. Kum. K. C. David, Principal, Solemn Girls' H. S. S., Raipur.
6. Shri Sohani, Lecturer, Rajkumar College, Raipur.
7. Shri B. C. Shrivastava, Vice Principal, Chhattisgarh College, Raipur.
8. Shri R. K. D. Kapoor, Lecturer, Rajkumar College, Raipur.

Shri R. S. Sharma during the course of his speech pointed out the defects of the educational system which were in vogue during the British period. He said that education was very badly neglected during these days. The chief aim of the education then was to, manufacture clerks, to keep the government machinery running. But now since ours is a free democratic country the education imparted to the pupil should cater to the democratic needs of the country. He said that no democracy can flourish unless the citizens are properly trained and educated in the atmosphere of democratic ideals. With a view to suggest proper and better system of education Mudaliar Commission was appointed and its recommendations have been accepted by the Centre and almost all the States of our country. Higher Secondary Schools have been the result of the recommendations of Mudaliar Report. The report seeks to provide all-sided development of the pupil by introducing different core and diversified subject. There is a provision of Social Studies and General Science in the Higher Secondary curriculum. With a view to provide and enhance their general outlook towards life, the commission has emphasized the role of library service in the Higher Secondary Schools. The report suggests that the schools should be manned by highly educated and trained personnel to prepare best citizens. The aim of the new system of education in a nutshell is to give the training of leadership to the students and foster democratic ideals in them.

Shri K. C. Malaiya said that our responsibilities have increased tremendously with the dawn of independence. Since ours is a secular democratic country the system of education should keep pace with the democratic ideals and values of the country. The aim of education in democracy should be to rebuild the nation. He said that there are schools in America and England which cater to the different needs of the society. We have also to develop the mind of the child looking towards the needs of the society and democracy. He stressed the need of basic schools in India because they foster self sufficiency and self dependence in students.

Shri R. P. Shrivastava said that in the absence of national and political consciousness it is very difficult to inculcate the national outlook through the introduction of so many shapes and gatherings of education. He said that our old educational system was glorious because it had nothing to do with politics. The education had a religious bias. It was based on Ethics and Morals. But, now we find that in a secular State like India, there is no place of religion in education. He said that the Higher Secondary Scheme was good but it has not been properly implemented. Instead of Higher Secondary Scheme, basic education ought to have been introduced to create good citizens. He criticized the Higher Secondary system on the ground that it is unweildly and the teachers cannot

do full justice to the prescribed syllabus.

Shri S. P. Mukerjee during the course of his discourse criticized the Higher Secondary Schools on the ground that they did not exist outside the imagination of our educators. It did not provide perfect education as it ought to. He said that it 'matters little if we call the Head Master, a Principal and senior teachers, lecturers. The basic condition shall remain the same for want of funds, furniture, libraries and the teaching staff. If this condition prevails a time will come when our schools will have to be with ill-equipped necessaries and ill-trained people and we shall not be able to face the realities of life. Although the scheme itself is very ideal its real implementation is not possible for want of funds. We said that as the whole system begins around the examinations we are becoming examination minded everyday.

Since a student is over-burdened with heavy load of work prescribed in the new syllabus, both the teacher and the students cannot do full justice to each other. This scheme can be worked out successfully in rich countries like England and America where the private schools are not confronted with financial problems.

During the course of her talk, Miss K. C. David said that education should be dynamic and democratic in nature and that is being imparted through the different higher secondary schools of our country. The place of the new Higher Secondary Education is there where the responsibility of its teachers lies in the training of character to fit the students to participate creatively as citizens in the emerging democratic social order. The Higher Secondary Schools have also to give a thorough training in the courses of study taken up by the students and also to help them to attain a reasonable degree of maturity in knowledge, understanding and judgment which could stand them in good stead in later life.

In conclusion she laid emphasis that the new higher secondary education has a very important place in the national system of education because it moulds and builds a healthy nation.

Shri Sohani during his talk said that the Mudaliar Commission Report is a fusion of idealism and realism. It tends to put before us the type of education which we should persue to make our country equipped with good leaders. We have to develop our ancient culture. This is only possible if real education is imparted to our new generation. We talk of growing indiscipline among the students and hold the present system of education responsible for it. Discipline cannot be forced on any body. It has got to be developed from within. When the system will be fully implemented and the schools will be equipped with good teachers and libraries and when our teacher shall succeed in building national character the problem of indiscipline will automatically disappear.

Shri B. C. Shrivastava during his talk presented a shady picture of the present system of education which we have adopted at present. He said that it was not suited to the Indian conditions because we are a poor nation and as such we cannot afford such a luxury. According to him the present scheme entails lot of expenditure on the part of the schools and their managements. Since there are so many private schools in our country they cannot spend to the time desired by the scheme. He said that since he is connected with college education he is not satisfied with the stuff which goes to the college after having taken the certificates from the schools. He said that the present system of education is only for psychologists. The report desires that every teacher should be a psychologist first and a teacher afterwards. We should view everything from a psychological angle. The present system of education has failed to promote national equality and unity. It has also failed in bringing about emotional integrity. Lastly he said that education should be managed by the Government so that real unity of culture, language, caste and colour may be brought about.

Shri R. K. D. Kapoor during the

course of his talk said that Mudaliar Commission Report aims at all sided development of child's personality. Those days are over, he said, when education was supposed to be "Clerks Producing Agency". With the change of times we must also change. Now since we are free, we must consider the various needs of our country before planning out a new pattern of education. Mudaliar Commission has studied all the problems that confront us to-day and then only it has submitted its report. The education should be such that it should foster the feeling of internationalism and universal brotherhood. Education should teach right type of behaviour. When this is done the students shall become conscious of their duties towards the nation and in this way democratic ideals could be achieved. Speaking on the problem of indiscipline he said that it was mainly on account of lack of knowledge of the teacher in the class. If the teachers are well up-to-date in their subjects their problem shall disappear very soon.

Speaking from the Presidential chair Shri W. Alexander, Principal, Government Multi-Higher Secondary School, Raipur, stated that "teachers we are and teachers we are going to be". He said that the teachers occupy a key position in the new set up of the country and the responsibility of shaping the new generation of the country has been thrown on their shoulders. They must work whole-heartedly and produce healthy citizens surcharged with democrated ideals for the nation. He said that the teachers should revise their attitude towards the country and the profession. If they are not very serious regarding their profession they may make an exit in order to be replaced by new blood. Finally he said that the interest of the country is above everything and we should be prepared to sacrifice our personal needs and advantages at the altar of our country.

The symposium came to an end with a vote of thanks proposed by Mr. Shamsuddin of Extension Services Department.

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